EXHIBIT 7

Case 1:22-cv-01254-PKC Document 46-7 Filed 04/18/23 Page 2 of 3

Presentation Proposal - The Community College Conference on Learning Assessment

Primary Speaker's Name Position Title Assistant Professor City University or Business name. If not applicable place a N/A in the box. City Bronx State New York Phone Number (6469123995) 9123995 E-mail sholland@hostos.cury.edu https://www.linkedin.com/in/sarah-hoiland-7999792a/ Assessing Numeracy in a Faculty Development Program Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session Abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of orly our presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. Outline your 3 primary learning objectives for you proposed presentation. Parent Audience Sarah Hoiland Assistant Professor City University of New York—Hostos Community College Show York—Hostos Community College Abstract: Your session: Assessing Numeracy in a Faculty Development Program Institutional Effectiveness Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session Academic Affairs Professionals Teaching Faculty Abstract: Your session Insolvational Science Foundation (NSF) faculty development results (the faculty develop Cal learning goals, CAI assignments, and CAI assessments in this 8-week program and will present preliminary assessment results for change across the City University of New York (CUNY). In promoting the infusion of numeracy across the curriculum at CUNY, with severe as a catalyst for change across the City University of New York (CUNY). In promoting the infusion of numeracy across the curriculum at CUNY, with severe across the curriculum at CUNY, with secult development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate st	Submission Date	2018-06-01 11:43:47
College, University or Business name. If not applicable place a N/A in the box. City Bronx State New York Phone Number (6469123995) 9123995 E-mail shoiland@hostos.cuny.edu https://www.linkedin.com/in/sarah-hoiland-7999792a/ Address Title of Your Session: Assessing Numeracy in a Faculty Development Program Category Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Institutional Eff	Primary Speaker's Name	Sarah Hoiland
Business name. If not applicable place a N/A in the box. City Bronx State New York Phone Number (6469123995) 9123995 E-mail shoiland@hostos.cuny.edu https://www.linkedin.com/in/sarah-hoiland-7999792a/ Assessing Numeracy in a Faculty Development Program Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. Outline your 3 primary learning objectives for you proposed presentation. Outline your 3 primary learning objectives for you proposed presentation.	Position Title	Assistant Professor
Phone Number (6469123995) 9123995 E-mail shoiland@hostos.cuny.edu https://www.linkedin.com/in/sarah-hoiland-7999792a/ Assessing Numeracy in a Faculty Development Program Innovation & High-Impact Practices Target Audience Academic Affairs Professionals Institutional Effectiveness Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create Interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. Title of Your Session: New York Assessing Numeracy in a Faculty Development Program Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty This session will focus attention on strategies for assessing quantitative reasoning (QR) at community colleges. The presenter is one of two principal reasoning (QR) at community colleges. The presenter is one of two principal reasoning (QR) at community colleges. The presenter is one of two principal reasoning (QR) at community college Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program and took place. The NICE Program has content. The abstract should only be one paragraph of between 150 to 250 words in length. *To share best practices in faculty development related to assessment To disseminate assessment results of our QR/QL faculty development program To discuss the challenges and successes related to assessment in the community college context	Business name. If not applicable place a N/A in the	City University of New YorkHostos Community College
E-mail shoiland@hostos.cuny.edu Twitter Handle / LinkedIn Address Title of Your Session: Assessing Numeracy in a Faculty Development Program Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. This session will focus attention on strategies for assessing quantitative reasoning (QR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the City University of New York (CUNY). In promotting the infusion of numeracy across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. *To share best practices in faculty development related to assessment *To discuss the challenges and successes related to assessment in the community college context	City	Bronx
E-mail shoiland@hostos.cuny.edu https://www.linkedin.com/in/sarah-hoiland-7999792a/ Assessing Numeracy in a Faculty Development Program Category Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. This session will focus attention on strategies for assessing quantitative reasoning (QR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the City University of New York (CUNY). In promoting the infusion of numeracy across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. *To share best practices in faculty development related to assessment *To discuss the challenges and successes related to assessment in the community college context	State	New York
Twitter Handle / Linkedin Address Title of Your Session: Assessing Numeracy in a Faculty Development Program Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, it should provide a brief, lear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. Dutline your 3 primary learning objectives for you proposed presentation. Assessing Numeracy in a Faculty Development Program and Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Academic Affairs Professionals Institution on strategies for assessing quantitative reasoning (CR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Holland will discuss how faculty development program and will present preliminary assessment results (the faculty development program and will present preliminary assessment assessment of the program that took place. The NICE Program has served as a catalyst for change across the Cutriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. *To share best practices in faculty development related to assessment *To discuss the challenges and successes related to assessment in the community college context	Phone Number	(6469123995) 9123995
Assessing Numeracy in a Faculty Development Program Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, tis should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. This session will focus attention on strategies for assessing quantitative reasoning (QR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the City University of New York (CUNY). In promoting the infusion of numeracy across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. *To discuss the challenges and successes related to assessment *To discuss the challenges and successes related to assessment in the community college context	E-mail	shoiland@hostos.cuny.edu
Category Innovation & High-Impact Practices Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty This session will focus attention on strategies for assessing quantitative reasoning (QR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the City University of New York (CUNY). In promoting the infusion of numeracy across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. *To share best practices in faculty development related to assessment *To discuss the challenges and successes related to assessment in the community college context		https://www.linkedin.com/in/sarah-hoiland-7999792a/
Academic Affairs Professionals Institutional Effectiveness Professionals Teaching Faculty Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. Academic Affairs Professionals Teaching Faculty This session will focus attention on strategies for assessing quantitative reasoning (QR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. * To share best practices in faculty development related to assessment * To discuss the challenges and successes related to assessment in the community college context	Title of Your Session:	Assessing Numeracy in a Faculty Development Program
Abstract: Your session abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. Institutional Effectiveness Professionals Teaching Faculty This session will focus attention on strategies for assessing quantitative reasoning (QR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Holland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. *To share best practices in faculty development related to assessment *To discuss the challenges and successes related to assessment in the community college context	Category	Innovation & High-Impact Practices
abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in length. To share best practices in faculty development program * To share best practices in faculty development program * To discuss the challenges and successes related to assessment in the community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the City University of New York (CUNY). In promoting the infusion of numeracy across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more numerate students and citizens. * To share best practices in faculty development related to assessment * To discuss the challenges and successes related to assessment in the community college context	Target Audience	Institutional Effectiveness Professionals
* To disseminate assessment results of our QR/QL faculty development program * To discuss the challenges and successes related to assessment in the community college context	abstract will tell Conference Attendees why they should attend your session. To be effective and create interest, it should provide a brief, clear, and concise reflection of your presentation's content. The abstract should only be one paragraph of between 150 to 250 words in	reasoning (QR) at community colleges. The presenter is one of two principal investigators of a National Science Foundation (NSF) faculty development program titled Numeracy Infusion for College Educators (NICE). Dr. Hoiland will discuss how faculty develop QR learning goals, QR assignments, and QR assessments in this 8-week program and will present preliminary assessment results (the faculty development program concluded in June 2018) in addition to the external assessment of the program that took place. The NICE Program has served as a catalyst for change across the City University of New York (CUNY). In promoting the infusion of numeracy across the curriculum at CUNY, with specific attention to assessment, we will discuss both the challenges and successes we have encountered. Numeracy is tied to upward social mobility and we see our faculty development program as a way to infuse numeracy, using high impact practices and clear assessment tools, and help create more
Target Audience Teaching Faculty	learning objectives for you	* To disseminate assessment results of our QR/QL faculty development program * To discuss the challenges and successes related to assessment in the
	Target Audience	Teaching Faculty

Conference Audio-Visual Equipment: A Windows- based laptop and projector will be provided in each session room. What additional equipment/services do you request?	Internet
I agree to submit my presentation prior to the Conference	Yes
I understand that my presentation materials will be available on a private website for attendees to download	Yes
I have verified that all information provided is accurate and complete.	Yes